DOCUMENT RESUME

ED 252 188 IR 011 449

TITLE Scope and Sequence for Computer Education (Grades K-12).
INSTITUTION Anchorage Borough School District, Alaska.
PUB DATE 84
NOTE 124p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Computer Assisted Instruction; *Computer Literacy; *Computers; *Computer Science Education; Computer Software; Elementary Secondary Education; *Objectives; Program Descriptions; Programing; Programing Languages; Student Attitudes

ABSTRACT

This document outlines the scope and sequence of a school district program designed to assist students to learn to use computers and to develop positive attitudes, values, and motivation towards computers and their applications as appropriate for each individual's age, needs, and desires. A chart format is used to outline the curriculum scope for each grade for grades K-6 and the program sequence for grades K-12. Program and instructional objectives are coded to the curriculum areas of science, social studies, mathematics, and language arts/reading. The scope charts include a correlation of objectives with recommended texts, curriculum area/unit, suggested software, and other resources. (LMM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SCOPE AND SEQUENCE

FOR

COMPUTER

EDUCATION

(GRADES K-12)

Anchorage School District
Division of Instruction
Curriculum Development Department

July 1984

COMPUTER EDUCATION
SCOPE AND SEQUENCE

TABLE OF CONTENTS

	Unit
Kindergarten	K
Modified Primary	MP
Grade 1	1
Grade 2	2
Grade 3	3
Grade 4	4
Grade 5	5
Grade 6	6
K-12 Sequence Chart	7

NUMBERING OF GOALS AND OBJECTIVES

To facilitate identification of goals and objectives, each curriculum area has been assigned a number:

Science	2
Social Studies	3
Mathematics	4
Language Arts/Reading	5

Goal numbers are identified by a two-part code. Goal 2.3 refers to Science, third goal; 4.1 refers to Mathematics, first goal, etc.

Program objectives are identified by a three-part code number. Example:

5.2.3 refers to Language Arts/Reading, second goal, third program objective.

4.1.2 refers to Mathematics, first goal, second program objective.

Instructional objectives are identified by a four-part code number. Example:

3.1.5.2 refers to Social Studies, first goal, fifth program objective, second instructional objective.

INSTRUCTION SYMBOLS

Each objective has been assigned a letter which represents the type of instruction which is to take place.

Symbol	Definition
I	The skills, knowledge and/or values related to the objective are first introduced into the instructional program at this level.
E	The skills, knowledge and/or values related to the objective are expanded to provide students new insights and/or broader applications.
R	The skills, knowledge and/or values related to the objective are reviewed and reinforced at this level.

COMPUTER EDUCATION

PROGRAM STATEMENT

Computer skills are essential for every individual in today's technological society. Everyone needs to have the knowledge, skills, and attitudes that will enable them to effectively utilize computers. The Computer Instructional Program of the Anchorage School District will provide the opportunity for all students to learn to use computers and to develop positive attitudes, values, and motivation toward computers and their applications as appropriate for each individual's age, needs, and desires.

PROGRAM PHILOSOPHY

The Anchorage School District supports the belief that:

1. Computer skills should be integrated throughout the curriculum.

2. Computers should be used by students for both guided and independent practice.

3. Computers should be used by students to reinforce and extend the skills and concepts taught in the classroom.

4. Computers should be used by teachers to teach and/or demonstrate selected skills and concepts, to assist with record keeping and the generation of classroom materials, and to assist with diagnosis and evaluation of student learning.

5. Computers should be used to teach problem solving skills and other computer related skills such as word processing, data processing, information retrieval, business and personal finance, and programming.

6. The Computer Instructional Program needs to be viewed as a flexible program due to rapidly changing technology.

PROGRAM GOALS

15.1 The student is able to understand and use the vocabulary, definitions, and procedures associated with computers, their operation, and the operation of their peripherals as appropriate to needs and interests.

15.2 The student is able to associate computers with appropriate areas of application, effectively select and utilize application software, and apply this knowledge in solving problems.

15.3 The student is able to understand the nature and purpose of computer languages and programming, to develop and write computer programs as appropriate to needs and interest, and to apply this knowledge in solving problems.

15.4 The student is familiar with the development of computing devices; is aware of the impact of technology on society; is aware of career, vocational, home, and recreational uses of computers; displays positive attitudes towards computers; and understands the emerging roles of computers and their effective use in a changing society.

K

SCOPE

FOR

KINDERGARTEN

COMPUTER EDUCATION

Anchorage School District
Division of Instruction
Curriculum Development Department

July 1984

COMPUTER EDUCATION CURRICULUM SCOPE: KINDERGARTEN

Upon completion of Kindergarten:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.1	COMPUTER TERMINOLOGY				
15.1.1.1	Use hardware terms such as computer, monitor, disk drive, printer, and keyboard.	I	Language Arts, Math, Science, Social Studies	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.2	Use names of components of a computer system such as memory.	I	Language Arts, Math, Science, Social Studies	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.3	Use operation terms such as cursor, boot, and menu.	I	Language Arts, Math, Science, Social Studies	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.4	Use software terms such as disk and program.	I	Language Arts, Math, Science, Social Studies	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.3	CARE AND HANDLING				
15.1.3.1	Handles disks carefully; properly stores disks.	I	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983.

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: KINDERGARTEN

Upon completion of Kindergarten:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.3.2	Uses keyboard properly.	I	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Student Use Computers, Reston Pub., 1983.
15.1.3.3	Uses computer properly (i.e., no jarring, bumping, or dirty hands); grounds self before using computer.	I	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Student Use Computers, Reston Pub., 1983.
15.1.3.4	Uses disk drive properly.	I	Language Arts, Math, Science, Social Studies	Sticky Bear ABC - Xerox; Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Student Use Computers, Reston Pub., 1983.
15.1.4 OPERATE A COMPUTER					
15.1.4.1	Turns a computer on and off with a disk in the drive.	I	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.4.2	Run programs from a menu.	I	Language Arts, Math, Science, Social Studies	Elementary Vol. 7 - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: KINDERGARTEN

Upon completion of Kindergarten:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
	15.1.4.3	Break out of a program and reboots disk by turning the computer off and on.	I	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
	15.1.4.4	Is able to locate and find necessary keys to respond to questions on the screen; demonstrates correct us of RETURN, space bar, shift, ESC, and CAPS LOCK keys. NOTE: Touch typing introduced only when students begin to use a word processing program on their own.	I	Language Arts, Math, Science, Social Studies	Friendly Computer - MECC; Juggles Rainbow - Learning Co.; Letter Recognition - Hartley; Kinder Keys - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.5	PERIPHERAL DEVICES					
	15.1.5 1	Uses graphics pads such as the Koala Pad.	I			Koala Pad; Power Pad
	15.1.5.2	Uses a printer.	I	Language experience stories	Bank St. Writer - Scholastic; Magic Slate - Sunburst	
	15.1.5.3	Uses robotic devices such as the LOGO turtle or programmable toys.	I	Directions, counting; Problem Solving, Creative Thinking	LOGO	Big Trak; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983

* Instruction Code: I = introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: KINDERGARTEN

Upon completion of Kindergarten:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.3.1	USE COMPUTER IN INTERACTIVE MODE				
15.3.1.1	Use introductory graphics programs such as MECC Pictures of E-Z LOGO.	I	Counting, directionality	Friendly Computer - MECC; E-Z Logo - MECC (requires Apple Logo - Apple); Turtle Tracks - Scholastic; Kinder Comp - Spinnaker	TIES Computer Literacy Kit Step 1
15.3.1.2	Use programming readiness programs such as Face Maker or Creature Creator.	I	Problem Solving, Creative Thinking	Face Maker - Spinnaker	
15.3.1.3	Use word processing readiness programs such as Story Machine or Kinder Keys.	I	Language Arts	Story Machine - Spinnaker	
15.3.1.4	Use thinking skills programs such as Moptown Parade.	I	Problem Solving, Creative Thinking	Moptown Parade - Advanced Learning Tech.	
15.4.2	SOCIETAL IMPACTS				
15.4.2.1	Takes only fair share of time on the computer; does not disturb others while they are on the computer; does not take or destroy something that doesn't belong to him/her (disks, programs in progress); uses appropriate language.	I	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: KINDERGARTEN

Upon completion of Kindergarten:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.4.2.2	Discusses advantages of using computers in terms such as: a) a machine which lets you make words or pictures on a TV (monitor) b) a machine which lets you save your work c) a machine that saves time and does what you tell it to Discusses disadvantages of using computers in terms such as: a) computers don't know everything b) computers are just machines c) computers don't have feelings	I	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students Use Computers, Reston, 1983
15.4.4	ATTITUDES Identifies their feelings about using the computer and the reasons for those feelings.	I	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students Use Computers, Reston, 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

MP

SCOPE

FOR

MODIFIED PRIMARY

COMPUTER EDUCATION

Anchorage School District
Division of Instruction
Curriculum Development Department

July 1984

COMPUTER EDUCATION CURRICULUM SCOPE: MODIFIED PRIMARY

Upon completion of Modified Primary:		*	CORRELATION OF OBJECTIVES WITH RECOMMENDED TEXTS: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.1	COMPUTER TERMINOLOGY				
15.1.1.1	Use hardware terms such as computer, monitor, disk drive, keyboard and printer.	R	Language Arts, Math, Science, Social Studies	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.2	Use names of components of a computer system such as memory.	R	Language Arts, Math, Science, Social Studies	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.3	Use operation terms such as cursor, boot, and menu.	R	Language Arts, Math, Science, Social Studies	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.4	Use software terms such as disk and program.	R	Language Arts, Math, Science, Social Studies	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.3	CARE AND HANDLING				
15.1.3.1	Handles disks carefully; properly stores disks.	R	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: MODIFIED PRIMARY

Upon completion of Modified Primary:		*	CORRELATION OF OBJECTIVES WITH RECOMMENDED TEXTS: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.3.2	Uses keyboard properly.	R	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly My Students use Computers, Reston Pub., 1983
15.1.3.3	Uses computer properly (i.e., no jarring, bumping or dirty hands); grounds self before using computer.	R	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly My Students use Computers, Reston Pub., 1983
15.1.3.4	Uses disk drive properly.	R	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES; Sticky Bear Numbers - Xerox (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter Beverly, My Students use Computers, Reston Pub., 1983
15.1.4	OPERATE A COMPUTER				
15.1.4.1	Turns a computer on and off with a disk in the drive.	R	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.4.2	Run programs from a menu.	R	Language Arts, Math, Science, Social Studies	Elementary Vol. 7 - MECC; Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.4.3	Breaks out of a program by using ESC key (if appropriate); reboots disk by turning the computer off and on.	E	Language Arts, Math, Science, Social Studies	Elementary Vol. 7 - MECC; Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: MODIFIED PRIMARY

Upon completion of Modified Primary:			*	CORRELATION OF OBJECTIVES WITH RECOMMENDED TEXTS: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
	15.1.4.4	Is able to locate and find necessary keys to respond to questions on the screen; demonstrates correct use of RETURN, space bar, shift, ESC, DELETE, left arrow, and CAPS LOCK keys. NOTE: Touch typing introduced only when students begin to use a word processing program on their own.	E	Language Arts, Math, Science, Social Studies	Friendly Computer - MECC; Juggles Rainbow - Learning Co.; Letter Recognition - Hartley; Kinder Keys - TIES (see Software Teaching Suggestions)	
15.1.5	PERIPHERAL DEVICES					
	15.1.5.1	Uses graphics pads such as the Koala Pad.	E			Koala Pad; Power Pad
	15.1.5.2	Uses a printer.	E	Language experience stories	Bank St. Writer - Scholastic; Magic Slate - Sunburst	
	15.1.5.3	Uses robotic devices such as the LOGO turtle or programmable toys.	E	Directions, counting; Problem Solving, Creative Thinking	LOGO	Big Trak; Hunter, Beverly My Students use Computers, Reston, Pub., 1983
15.3.1	USES A COMPUTER IN INTERACTIVE MODE					
	15.3.1.1	Uses introductory graphics programs such as MECC Pictures or E-Z LOGO.	E	Counting, directionality; Problem Solving, Creative Thinking	Friendly Computer - MECC; E-Z Logo - MECC (must be used with Apple Logo); Kinder Comp - Spinnaker; Turtle Tracks - Scholastic	TIES Computer Literacy Kit Step 1

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: MODIFIED PRIMARY

Upon completion of Modified Primary:			*	CORRELATION OF OBJECTIVES WITH RECOMMENDED TEXTS: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
	15.3.1.2	Uses programming readiness programs such as Face Maker, Creature Creator, and Muggles.	E	Problem Solving, Creative Thinking	Kinder Comp - Spinnaker; Face Maker - Spinnaker	TIES Computer Literacy Kit Step 1
	15.3.1.3	Use word processing readiness programs such as Story Machine, Kids on Keys, and Kinder Keys.	E	Language Arts	Story Machine - Spinnaker; Kids on Keys - Spinnaker	TIES Computer Literacy Kit Step 1
	15.3.1.4	Use thinking skills programs such as Moptown Parade.	R	Problem Solving, Creative Thinking	Mix and Match - Apple	TIES Computer Literacy Kit Step 1
15.4.2	SOCIETAL IMPACTS					
	15.4.2.1	Takes only your fair share of time on the computer; does not disturb others while they are on the computer; does not take or destroy something that doesn't belong to them (disks, programs in progress); uses appropriate language.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly My Students use Computers, Reston Pub., 1983
	15.4.2.2	Discusses advantages of using computers in terms such as: a) a machine which lets you make words or pictures on a TV (monitor) b) a machine which lets you save your work c) a machine that saves time and does what you tell it to Discusses disadvantages of using computers in terms such as: a) computers don't know everything b) computers are just machines c) computers don't have feelings	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: MODIFIED PRIMARY

Upon completion of Modified Primary:	*	CORRELATION OF OBJECTIVES WITH RECOMMENDED TEXTS: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.4.4 ATTITUDES Identifies their feelings about using the computer and the reasons for those feelings.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	Hunter, Beverly My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

SCOPE

FOR

GRADE 1

COMPUTER EDUCATION

Anchorage School District
Division of Instruction
Curriculum Development Department

July 1984

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 1

Upon completion of Grade 1:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.1	COMPUTER TERMINOLOGY				
15.1.1.1	Use hardware terms such as computer, monitor, disk drive, keyboard and printer.	R	Language Arts, Math, Science, Social Studies,	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.2	Use names of components of a computer system such as memory.	R	Language Arts, Math, Science, Social Studies,	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.3	Use operation terms such as cursor, boot, and menu.	R	Language Arts, Math, Science, Social Studies,	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.4	Use software terms such as disk and program.	R	Language Arts, Math, Science, Social Studies,	Friendly Computer - MECC (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.3	CARE AND HANDLING.				
15.1.3.1	Handles disks carefully; properly stores disks.	R	Language Arts, Math, Science, Social Studies,	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 1

Upon completion of Grade 1:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.3.2	Uses keyboard properly.	R	Language Arts, Math, Science, Social Studies,	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983
15.1.3.3	Uses computer properly (i.e., no jarring, bumping, or dirty hands); grooms self before using computer.	R	Language Arts, Math, Science, Social Studies,	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983
15.1.3.4	Uses disk drive properly.	R	Language Arts, Math, Science, Social Studies,	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly My Students use Computers, Reston Pub., 1983
15.1.4 OPERATE A COMPUTER.					
15.1.4.1	Turns a computer on and off with a disk in the drive.	R	Language Arts, Math, Science, Social Studies,	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.4.2	Run programs from a menu.	R	Language Arts, Math, Science, Social Studies,	Elementary Vol. 7 MECC; Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 1

Upon completion of Grade 1:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
	15.1.4.3	Break out of a program by using ESC key (if appropriate); reboots disk by turning the computer off and on.	E	Language Arts, Math, Science, Social Studies,	Elementary Vol. 7 - MECC; Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
	15.1.4.4	Is able to locate and find necessary keys to respond to questions on the screen; demonstrates correct use of RETURN, space bar, shift, ESC, DELETE, CAPS LOCK and left arrow keys. NOTE: Touch typing introduced only when students begin to use a word processing program on their own.	E	Language Arts, Math, Science, Social Studies,	Friendly Computer - MECC; Juggles Rainbow - Learning Co.; Letter Recognition - Hartley; Kinder Keys - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
	15.1.4.5	Is able to reboot and/or reseat disk and reboot if disk does not boot; reboots disk if program bombs by turning computer off/on.	I	Language Arts, Math, Science, Social Studies,	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.5	PERIPHERAL DEVICES.					
	15.1.5.1	Uses graphics pads such as the Koala Pad.	E	Art; Language Arts/ illustrate stories		Koala Pad; Power Pad
	15.1.5.2	Uses a printer.	E	Language experience stories	Bank St. Writer - Scholastic; Magic Slate - Sunburst	
	15.1.5.3	Uses robotic devices such as the LOGO turtle or programmable toys.	E	Directions, counting; Problem Solving, Creative Thinking	LOGO	Big Trak; Hunter, Beverly. My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 1

Upon completion of Grade 1:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.3.1	USE COMPUTER IN INTERACTIVE MODE				
15.3.1.1	Use introductory graphics programs such as MECC Pictures and E-Z LOGO.	E	Counting, directionality; Problem Solving, Creative Thinking	Friendly Computer - MECC; E-Z Logo - MECC (must be used with Apple Logo)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983
15.3.1.2	Use programming readiness programs such as Face Maker, Creature Creator, and Muggles.	E	Problem Solving, Creative Thinking	Creature Creator; Face Maker - Spinnaker	
15.3.1.3	Use word processing readiness programs such as Story Machine, Kids on Keys, and Kinder Keys).	E	Problem Solving, Creative Thinking	Story Machine - Spinnaker; Kinder Keys Keyboarding Activities - TIES	TIES Computer Literacy Kit Step 1
15.3.1.4	Use thinking skills programs such as Bumble Games and Certrude's Secrets.	E	Problem Solving, Creative Thinking	Certrude's Secrets - Learning Co.; Bumble Games - Learning Co.	TIES Computer Literacy Kit Step 1
15.4.2	SOCIETAL IMPACTS				
15.4.2.1	Takes only fair share of time on the computer; does not disturb others while they are on the computer; does not take or destroy something that doesn't belong to them (disks, programs in progress); uses appropriate language.	R	Language Arts, Math, Science, Social Studies,	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 1

Upon completion of Grade 1:	*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.4.2.2 Discusses advantages of using computers in terms such as: a) a machine which lets you make words or pictures on a TV (monitor) b) a machine which lets you save your work c) a machine that saves time and does what you tell it to Discusses disadvantages of using computers in terms such as: a) computers don't know everything b) computers are just machines c) computers don't have feelings	R	Language Arts, Math, Science, Social Studies,	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983
15.4.4 ATTITUDES Identifies their feelings about using the computer and the reasons for those feelings.	R	Language Arts, Math, Science, Social Studies,	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

2

SCOPE

FOR

GRADE 2

COMPUTER EDUCATION

Anchorage School District
Division of Instruction
Curriculum Development Department

July 1984

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 2

Upon completion of Grade 2:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.1	COMPUTER TERMINOLOGY				
15.1.1.1	Use hardware terms such as computer, monitor, disk drive, keyboard, and printer.	R	Language Arts, Math, Science, Social Studies	Computer Words - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.2	Use names of components of a computer system such as memory.	R	Language Arts, Math, Science, Social Studies	Computer Words - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.3	Use operation terms such as cursor, boot, and menu.	R	Language Arts, Math, Science, Social Studies	Computer Words - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.1.4	Use software terms such as disk and program.	R	Language Arts, Math, Science, Social Studies	Computer Words - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.3	CARE AND HANDLING				
15.1.3.1	Handles disks carefully; properly stores disks.	R	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston, Pub., 1983
15.1.3.2	Uses keyboard properly.	R	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 2

Upon completion of Grade 2:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.3.3	Uses computer properly (i.e., no jarring, bumping, or dirty hands); grounds self before using computer.	R	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983
15.1.3.4	Uses disk drive properly.	R	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983
15.1.4 OPERATE A COMPUTER					
15.1.4.1	Turns a computer on and off with a disk in the drive.	R	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.4.2	Runs programs from a menu.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.4.3	Breaks out of a program by using ESC key (if appropriate); reboots disk by using [CONTROL][OPEN APPLE] [RESET].	E	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 2

Upon completion of Grade 2:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
	15.1.4.4	Is able to locate and find necessary keys to respond to questions on the screen; demonstrates correct use of RETURN, space bar, shift, ESC, DELETE, left arrow keys, CAPS LOCK and [CONTROL][OPEN APPLE][RESET] keys. NOTE: Touch typing introduced only when students begin to use a word processing program on their own.	E	Language Arts, Math, Science, Social Studies	Kinder Keys - TIES; Kinder Keys Keyboarding Activities - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
	15.1.4.5	Is able to reboot and/or reseat disk and reboot if disk does not boot; reboots disk if program bombs by using [CONTROL][OPEN APPLE][RESET].	E	Language Arts, Math, Science, Social Studies	Early Start-Up - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1
15.1.5	PERIPHERAL DEVICES					
	15.1.5.1	Uses graphics pads such as the Koala Pad.	E	Art - illustrating stories for Language Arts.		Koala Pad; Power Pad
	15.1.5.2	Uses a printer.	E	Language Arts - writing	Bank St. Writer - Scholastic; Magic Slate - Sunburst	
	15.1.5.3	Uses robotic devices such as the LOGO turtle or programmable toys.	E	Problem Solving, Critical Thinking	LOGO	Hunter, Beverly My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 2

Upon completion of Grade 2:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.3.1	USE COMPUTER IN INTERACTIVE MODE.				
15.3.1.1	Use introductory graphics programs such as MECC Pictures and E-Z LOGO.	E	Problem Solving, Critical Thinking	Bumble Games - Learning Co.; E-Z Logo - MECC (must be with Apple LOGO)	TIES Computer Literacy Kit Step 1
15.3.1.2	Use programming readiness programs such as Face Maker, Creature Creator, and Muggles.	E	Problem Solving, Critical Thinking	Man of 10,000 Faces - Koeff Creations	
15.3.1.3	Use word processing readiness programs such as Story Machine and Kids on Keys.	E	Problem Solving, Critical Thinking	Kinder Keys Keyboarding Activities - TIES	TIES Computer Literacy Kit Step 1
15.3.1.4	Use thinking skills programs such as Gertrude's Puzzles and Moptown Parade.	E	Problem Solving, Critical Thinking	Gertrude's Puzzles - Learning Co.; Moptown Parade - Advanced Learning Tech.	TIES Computer Literacy Kit Step 1
15.4.2	SOCIETAL IMPACTS				
15.4.2.1	Takes only fair share of time on the computer; does not disturb others while they are on the computer; does not take or destroy something that doesn't belong to them (disks, programs in progress); use appropriate language.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 2

Upon completion of Grade 2:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.4.2.2	Discusses advantages of using computers in terms such as: a) a machine which lets you make words or pictures on a TV (monitor) b) a machine which lets you save your work c) a machine that saves time and does what you tell it to Discusses disadvantages of using computers in terms such as: a) computers don't know everything b) computers are just machines c) computers don't have feelings	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983
15.4.4	ATTITUDES Identifies their feelings about using the computer and the reasons for those feelings.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 1; Hunter, Beverly. My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

3

SCOPE

FOR

GRADE 3

COMPUTER EDUCATION

Anchorage School District
Division of Instruction
Curriculum Development Department

July 1984

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 3

Upon completion of Grade 3:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.1	COMPUTER TERMINOLOGY					
	15.1.1.1	Use hardware terms such as computer, monitor, disk drive, keyboard and printer.	R	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.1.2	Use names of components of a computer system such as memory, input, and output.	E	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.1.3	Use operation terms such as cursor, boot, menu, and catalog.	E	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.1.4	Use software terms such as disk and program.	R	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.1.2	FUNCTIONS OF COMPONENTS					
	15.1.2.2	Identifies function of disk drive, monitor, and printer.	I	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.2.3	Identifies function of floppy disk, cassette tape, and cartridge.	I	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 3

Upon completion of Grade 3:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.3	CARE AND HANDLING					
	15.1.3.1	Handles disks carefully; properly stores disks.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.3.2	Uses keyboard properly.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.3.3	Uses computer properly (i.e., no jarring, bumping, or dirty hands); grounds self before using computer.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.3.4	Uses disk drive and printer properly.	E	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.1.4	OPERATE A COMPUTER					
	15.1.4.1	Turns a computer on and off with a disk in the drive.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.4.2	Runs programs from a menu and from a catalog.	E	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 3

Upon completion of Grade 3:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
	15.1.4.3	Breaks out of a program by using ESC key (if applicable); reboots disk by using [CONTROL][OPEN APPLE] [RESET].	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.4.4	Is able to locate and find necessary keys to respond to questions on the screen; demonstrates correct use of RETURN, space bar, shift, ESC, DELETE, left arrow keys, [CONTROL][OPEN APPLE] [RESET], CAPS LOCK and closed apple keys. Uses touch typing skills, especially when using word processing programs.	E	Language Arts, Math, Science, Social Studies	Apple; or how to use the Apple Computer Keyboard - Apple; Apple introduces Apple or Apple Present Apple - Apple; Kinder Key Keyboarding Activities - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.4.5	Is able to reboot and/or reseat disk and reboot if disk does not boot; reboots disk if program bombs by using [CONTROL][OPEN APPLE][RESET]; checks that hardware is plugged in if computer or monitor is not working.	E	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.1.5	PERIPHERAL DEVICES					
	15.1.5.1	Uses graphics pad such as the Koala Pad as input device.	E	Art - illustrating stories for Language Arts		Koala Pad; Power Pad
	15.1.5.2	Uses a printer as output device.	R	Language Arts - writing	Bank St. Writer - Scholastic	
	15.1.5.3	Uses robotic devices such as the LOGO turtle or programmable toys.	E	Problem Solving, Critical Thinking	LOGO	Little Professor

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 3

Upon completion of Grade 3:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.2.3	APPLICATION SOFTWARE				
15.2.3.1	Uses word processing programs such as Bank Street Writer or Milliken Writing Workshop.	I	Problem Solving, Critical Thinking	Bank St. Writer - Scholastic; Milliken Writing Workshop - Milliken	
15.2.3.4	Uses filing system programs such as NOTEBOOK.	I	Problem Solving, Critical Thinking	Classification - MECC; Book Worm - TIES	TIES Computer Literacy Kit Step 2
15.3.1	USE COMPUTER IN INTERACTIVE MODE				
15.3.1.1	Use introductory graphics programs such as Delta Drawing or Bumble Games.	R	Problem Solving, Critical Thinking	Bumble Games - Learning Co.; Delta Drawing - Spinnaker	
15.3.1.2	Use programming readiness programs such as Creature Creator and Muggles.	R	Problem Solving, Critical Thinking	Man of 10,000 Faces - Koeff Creations; E-Z Pilot - TIES	TIES Computer Literacy Kit Step 2; Apple Logo in the Classroom - MECC (with Apple LOGO)
15.3.1.4	Use thinking skills programs such as Gertrude's Puzzles and Moptown Hotel.	R	Problem Solving, Critical Thinking	Gertrude's Puzzles - Learning Co.; Moptown Hotel - Advanced Learning Tech.	

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 3

Upon completion of Grade 3:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.4.2	SOCIETAL IMPACTS				
15.4.2.1	Identifies ways of using computers which do not neglect or violate the rights of others.	E	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.4.2.2	Describes advantages and disadvantages of using computers.	E	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983
15.4.2.3	Describes legal and ethical uses of computers.	I S	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.4.4	ATTITUDES				
	Displays positive attitudes towards computers and computer applications.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2; Hunter, Beverly. My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

4

SCOPE

FOR

GRADE 4

COMPUTER EDUCATION

Anchorage School District
Division of Instruction
Curriculum Development Department

July 1984

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 4

Upon completion of Grade 4:		*	CORRELATION OF OBJECTIVES		
			CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.1	COMPUTER TERMINOLOGY				
15.1.1.1	Use hardware terms such as computer, monitor, disk drive, koyboard, and printer.	R	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.1.1.2	Use names of compononts of a computer system such as memory, input, and output.	R	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.1.1.3	Use operation terms such as cursor, boot, menu, and catalog.	R	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.1.1.4	Use software terms such as disk, program, and documentation.	E	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.1.2	FUNCTIONS OF COMPONENTS				
15.1.2.2	Identifies function of disk drive, monitor, and printer.	R	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.1.2.3	Identifies function of floppy disk, cassette tape, and cartridge.	R	Language Arts, Math, Science, Social Studies	Computer Terms - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 4

Upon completion of Grade 4:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.3	CARE AND HANDLING					
	15.1.3.1	Handles disks carefully; properly stores disks.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.3.2	Uses keyboard properly.	R	Language Arts, Math, Science, Social Studies	Quill - D.C. Heath (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.3.3	Uses computer properly (i.e., no jarring, bumping, or dirty hands); grounds self before using computer.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.3.4	Uses disk drive and printer properly.	R	Language Arts, Math, Science, Social Studies	Bank St. Writer - Scholastic; Quill - D.C. Heath (see Software Teaching Suggestions)	
15.1.4	OPERATE A COMPUTER					
	15.1.4.1	Turns a computer on and off with a disk in the drive.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
	15.1.4.2	Runs programs from a menu and from a catalog.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 4

Upon completion of Grade 4:			CORRELATION OF OBJECTIVES		
		*	CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.4.3	Breaks out of a program by using ESC key (if appropriate); reboots disk by using [CONTROL][OPEN APPLE][RESET].	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.1.4.4	Demonstrates correct use of RETURN, space bar, shift, ESC, DELETE, left arrow keys, [CONTROL][OPEN APPLE] [RESET], CAPS LOCK and closed apple keys. Uses touch typing skills, especially when using word processing programs.	E	Language Arts, Math, Science, Social Studies	Apple; or how to use the Apple Computer Keyboard - Apple; Apple Introduces Apple or Apple Presents Apple - Apple; Typing Tutor III - Microsoft; Alphabetic Keyboarding - South Western Pub. (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.1.4.5	Is able to reboot and/or reseat disk and reboot if disk does not boot; reboots disk if program bombs by using [CONTROL][OPEN APPLE][RESET]; checks that hardware is plugged in if computer, monitor, or printer is not working.	E	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2
15.1.4.6	Recognizes need for hardware-software compatibility.	I			
15.1.5 PERIPHERAL DEVICES					
15.1.5.1	Uses graphics pad such as the Koala Pad as input device.	R	Art; Language Arts illustrations		Koala Pad; Power Pad

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 4

Upon completion of Grade 4:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
	15.1.5.2	Uses a printer as output device.	R	Vocabulary - Language Arts	Crossword Magic - L&S Software	
	15.1.5.3	Uses robotic devices such as the LOGO turtle or FRED.	R	Problem Solving, Critical Thinking		
15.2.3	APPLICATION SOFTWARE					
	15.2.3.1	Uses word processing programs such as Bank Street Writer or Milliken Writing Workshop.	E	Problem Solving, Critical Thinking	Bank St. Writer - Scholastic; Milliken Writing Workshop - Milliken	
	15.2.3.4	Uses filing system programs such as MECC Classification or NOTEBOOK.	E	Problem Solving, Critical Thinking	Classification - MECC; Book Worm - TIES	TIES Computer Literacy Kit Step 2
	15.2.3.5	Uses utility programs such as Crossword Magic and MECC Word Find.	I	Language Arts, Math, Science, Social Studies	Elementary Vol. 2 - MECC; Crossword Magic - L&S Software	
15.3.1	USE COMPUTER IN INTERACTIVE MODE					
	15.3.1.1	Use introductory graphics programs such as Delta Drawing.	R	Problem Solving, Critical Thinking	Delta Drawing - Spinnaker	
	15.3.1.2	Use programming readiness programs such as Creature Creator.	R	Problem Solving, Critical Thinking	E-Z Pilot - TIES	TIES Computer Literacy Kit Step 2; Apple Logo in the Classroom - MECC (with Apple LOGO)

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATON CURRICULUM SCOPE: GRADE 4

Upon completion of Grade 4:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
	15.3.1.4	Use thinking skills programs such as The Pond, Gertrude's Puzzles, and Factory.	E	Problem Solving, Critical Thinking	The Pond - Sunburst; Gertrude's Puzzles - Learning Co.	
15.4.2	SOCIETAL IMPACTS					
	15.4.2.1	Identifies ways of using computers which do not neglect or violate the rights of others.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2; Hunter, Beverly. My Students use Computers, Reston Pub., 1983
	15.4.2.2	Describes advantages and disadvantages of using computers.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2; Hunter, Beverly. My Students use Computers, Reston Pub., 1983
	15.4.2.3	Describes legal and ethical uses of computers.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2; Hunter, Beverly. My Students use Computers, Reston Pub., 1983
15.4.4	ATTITUDES					
	Displays positive attitudes towards computers and computer applications.		R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 2; Hunter, Beverly. My Students use Computers, Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

5

SCOPE

FOR

GRADE 5

COMPUTER EDUCATION

Anchorage School District
Division of Instruction
Curriculum Development Department

July 1984

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 5

Upon completion of Grade 5:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.1	COMPUTER TERMINOLOGY				
15.1.1.1	Use hardware terms such as computer, monitor, disk drive, keyboard, and printer.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - Muse; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.1.2	Use names of components of a computer system such as memory, input, output, chip, slot, and port.	E	Language Arts, Math, Science, Social Studies	Know Your Apple - Muse; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.1.3	Use operation terms such as cursor, boot, menu, and catalog.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - Muse; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.1.4	Use software terms such as disk, program, and documentation.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - Muse; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.1.5	Use firmware terms such as interface, language card, RAM card, and 80 column card.	I	Language Arts, Math, Science, Social Studies	Know Your Apple - Muse; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.2	FUNCTIONS OF COMPONENTS				
15.1.2.1	Describes meaning and function of RAM (random access memory), ROM (read only memory), CPU (central processing unit), and ALU (arithmetic logic unit).	I	Language Arts, Math, Science, Social Studies	Know Your Apple - Muse; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 5

Upon completion of Grade 5:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.2.2	Identifies function of disk drive, monitor, and printer.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - Muse; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.2.3	Identifies function of floppy disk, cassette tape, and cartridge.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - Muse; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.3 CARE AND HANDLING					
15.1.3.1	Handles disks carefully; properly stores disks.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - Muse; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.3.2	Uses keyboard properly.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - Muse; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.3.3	Uses computer properly (i.e., no jarring, bumping, or dirty hands); grounds self before using computer.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - Muse; Cumputer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.3.4	Uses disk drive and printer properly.	R	Language Arts, Math, Science, Social Studies	Bank St. Writer - Scholastic; Milliken Writing Workshop - Milliken (see Software Teaching Suggestions)	

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATON CURRICULUM SCOPE: GRADE 5

Upon completion of Grade 5:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.4	OPERATE A COMPUTER				
15.1.4.1	Turns a computer on and off with a disk in the drive.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.4.2	Runs programs from a menu and from a catalog.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.4.3	Breaks out of a program by using ESC key or [CTRL][C]; reboots disk by using [CONTROL][OPEN APPLE][RESET].	E	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.4.4	Demonstrates correct use of RETURN, space bar, shift, ESC, DELETE, arrow keys, [CONTROL][OPEN APPLE][RESET], CAPS LOCK, and closed apple keys; uses touch typing skills, especially when using word processing programs.	E	Language Arts, Math, Science, Social Studies	Mastertype - Lightning Software; Apple Introduces Apple or Apple Presents Apple - Apple; Typing Tutor III - Microsoft; Alphabetic Keyboarding - South-Western Pub. (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 5

Upon completion of Grade 5:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
	15.1.4.5	Is able to reboot and/or reseat disk and reboot if disk does not boot; reboots disk if program bombs by using [CONTROL][OPEN APPLE][RESET]; checks that hardware is plugged in if computer, monitor, or printer is not working; makes color and image adjustments to monitor.	E	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
	15.1.4.6	Recognizes need for hardware-software compatibility.	E	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	
	15.1.4.7	Locates information in operating manuals.	I	Language Arts, Math, Science, Social Studies	Snooper Troops - Spinnaker (see Software Teaching Suggestions)	Hunter, Beverly. My Students Use Computers, Reston Pub., 1983
15.1.5	PERIPHERAL DEVICES					
	15.1.5.1	Uses graphics pad such as the Koala Pad as input device.	R	Art; Illustrate (optional) programs		Koala Pad; Power Pad
	15.1.5.2	Uses a printer as output device.	R	Language Arts, Math, Science, Social Studies	Bank St. Writer - Scholastic	
	15.1.5.3	Uses robotic devices such as the LOGO turtle or FRED.	R	Problem Solving, Critical Thinking	LOGO	

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 5

Upon completion of Grade 5:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.2.3	APPLICATION SOFTWARE				
15.2.3.1	Uses word processing programs such as Bank Street Writer or Milliken Writing Workshop.	E	Language Arts, Math, Science, Social Studies	Bank St. Writer - Scholastic; Milliken Writing Workshop - Milliken; Word Processing Activities - TIES	TIES Computer Literacy Kit Step 3
15.2.3.3	Uses spread sheet programs such as Basic Calc and Sem Calc.	I	Problem Solving, Creative Thinking	Basic Calc - Public Domain	
15.2.3.4	Uses filing system programs such as MECC Classification or NOTEBOOK.	E	Problem Solving, Creative Thinking	Classification - MECC; Create-A-Base - TIES	TIES Computer Literacy Kit Step 3
15.2.3.5	Uses utility programs such as Crossword Magic and MECC Word Find.	E	Language Arts, Math, Science, Social Studies	Game Show - Computer Advanced Ideas; Elementary Vol. 2 - MECC	
15.3.1	USE COMPUTER IN INTERACTIVE MODE				
15.3.1.4	Use thinking skills programs such as Snooper Troops and Incredible Laboratory.	E	Problem Solving, Critical Thinking	Snooper Troops - Spinnaker; Incredible Laboratory - Sunburst	

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 5

Upon completion of Grade 5:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.3.2	WRITE SIMPLE PROGRAMS				
15.3.2.1	Programs computer to draw graphics on the screen.	O	Problem Solving, Critical Thinking	Mouse in the Maze - MECC; Experiencing Procedures - MECC; Graphing - MECC; Basic - TIES	New Step by Step - Program Design; Apple Logo in the Classroom - MECC (with Apple LOGO); TIES Computer Literary Kit Step 3.
15.3.2.2	Programs computer to print words and sentences on the screen.	O	Problem Solving, Critical Thinking	Programming Special Projects - MECC; Basic - TIES	New Step by Step - Program Design; TIES Computer Literary Kit Step 3
15.3.2.3	Programs computer to perform arithmetic operations and print the output on the screen.	O	Problem Solving, Critical Thinking	Basic - TIES	New Step by Step - Program Design; TIES Computer Literary Kit Step 3.
15.3.3	NATURE AND PURPOSE OF COMPUTER LANGUAGES				
15.3.3.2	Describes purpose of computer programs.	I			New Step by Step - Program Design; TIES Computer Literary Kit Step 3. Hunter, Beverly. My Students use Computers. Reston Pub., 1983
15.3.3.3	Describes relationship between a program and its output.	I		Three R's of Microcomputing - MECC	New Step by Step - Program Design; TIES Computer Literary Kit Step 3; Hunter, Beverly. My Students use Computers. Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 5

Upon completion of Grade 5:	*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.4.2 SOCIETAL IMPACTS				
15.4.2.1 Identifies ways of using computers which do not neglect or violate the rights of others.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students use Computers, Reston Pub., 1983
15.4.2.2 Describes advantages and disadvantages of using computers.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students use Computers, Reston Pub. 1983
15.4.2.3 Describes legal and ethical uses of computers.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students Use Computers. Reston Pub., 1983
15.4.4 ATTITUDES				
Displays positive attitudes towards computers and computer applications.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students Use Computers. Reston Pub., 1983

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

6

SCOPE

FOR

GRADE 6

COMPUTER EDUCATION

Anchorage School District
Division of Instruction
Curriculum Development Department

July 1984

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 6

Upon completion of Grade 6:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.1	COMPUTER TERMINOLOGY					
	15.1.1.1	Use hardware terms such as computer, monitor, disk drive, keyboard, printer, peripheral, modem, and terminal.	E	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
	15.1.1.2	Use names of components of a computer system such as memory, input, output, chip, slot, and port.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
	15.1.1.4	Use software terms such as disk, program, and documentation.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
	15.1.1.5	Use firmware terms such as interface, language card, RAM card, and 80 column card.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.2	FUNCTIONS OF COMPONENTS					
	15.1.2.1	Describes meaning and function of RAM (random access memory), ROM (read only memory), CPU (central processing unit), and ALU (arithmetic logic unit).	R	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 6

Upon completion of Grade 6:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.2.2	Identifies function of disk drive, monitor, and printer.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.2.3	Identifies function of floppy disk, cassette tape, and cartridge.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.3 CARE AND HANDLING					
15.1.3.1	Handles disks carefully; properly stores disks.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.3.2	Uses keyboard properly.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.3.3	Uses computer properly (i.e., no jarring, bumping, or dirty hands); grounds self before using computer.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE; Computer Vocabulary - TIES (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
15.1.3.4	Uses disk drive and printer properly.	R	Language Arts, Math, Science, Social Studies	Bank St. Writer - Scholastic; Quill - D.C. Heath; Know Your Apple; (see Software Teaching Suggestions)	

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 6

Upon completion of Grade 6:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.1.4	OPERATE A COMPUTER					
	15.1.4.1	Turns a computer on and off with a disk in the drive.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
	15.1.4.2	Runs programs from a menu and from a catalog.	R	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
	15.1.4.3	Breaks out of a program by using ESC key, [CTRL][C] or [CTRL][RESET]; reboots disk by using [CONTROL][OPEN APPLE][RESET].	E	Language Arts, Math, Science, Social Studies	Know Your Apple - MUSE (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
	15.1.4.4	Demonstrates correct use of RETURN, space bar, shift, ESC, DELETE, CAPS LOCK, arrow keys, [CONTROL][OPEN APPLE][RESET] and closed apple keys; uses touch typing skills, especially when using word processing programs.	E	Language Arts, Math, Science, Social Studies	Mastertype - Lightning Software; Apple Introduces Apple or Apple Presents Apple - Apple; Typing Tutor III - Microsoft; Alphabetic Keyboarding - South-Western Pub. (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 6

Upon completion of Grade 6:			*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
	15.1.4.5	Is able to reboot and/or reseat disk and reboot if disk does not boot; reboots disk if program bombs by using [CONTROL][OPEN APPLE][RESET]; checks that hardware is plugged in if computer, monitor, or printer is not working; makes color and image adjustments to monitor.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3
	15.1.4.6	Recognizes need for hardware-software compatibility.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	
	15.1.4.7	Locates information in operating manuals.	E	Language Arts, Math, Science, Social Studies	In Search of the Most Amazing Thing - Spinnaker (see Software Teaching Suggestions)	Hunter, Beverly My Students Use Computers, Reston Pub., 1983
15.1.5	PERIPHERAL DEVICES					
	15.1.5.1	Uses graphics pad such as the Koala Pad and modem as input devices.	E	Art; Social Studies/ information access	Hayes Smartcom	Koala Pad; Power Pad; Applemodem; Hayes Smartmodem
	15.1.5.2	Uses a printer and modem as output devices.	E	Language Arts, Math, Science, Social Studies	Smartcom - Hays; Quill - D.C. Heath; Word Processing Activities - TIES	Applemodem; Hayes Smartmodem
	15.1.5.3	Uses robotic devices such as the LOGO turtle or programmable robots.	E	Problem Solving, Critical Thinking	LOGO	

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 6

Upon completion of Grade 6:			CORRELATION OF OBJECTIVES		
		*	CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.2.3	APPLICATION SOFTWARE				
	15.2.3.1 Uses word processing programs such as Bank Street Writer or Milliken Writing Workshop.	E	Language Arts, Math, Science, Social Studies	Bank St. Writer - Scholastic; Milliken Writing Workshop - Milliken; Word Processing Activities - TIES	TIES Computer Literacy Kit Step 3
	15.2.3.3 Uses spread sheet programs such as Basic Calc and Sem Calc.	E	Problem Solving, Critical Thinking	Basic Calc - Public Domain	
	15.2.3.4 Uses filing system programs such as MECC Classification or NOTEBOOK, or MECC Data Handler	E	Problem Solving, Critical Thinking	Data Handler and Classification - MECC; Create-A-Base - TIES	TIES Computer Literary Kit Step 3; Hunter, Beverly. My Students Use Computers. Reston Pub., 1983
	15.2.3.5 Uses utility programs such as Crossword Magic, MECC Poster, MECC Banner, etc.	E	Problem Solving, Critical Thinking	Tic Tac Show - Computer Advanced Ideas; Crossword Magic - L&S Software; Teacher Utility Vol. 1 - MECC	
15.3.1	USE COMPUTER IN INTERACTIVE MODE				
	15.3.1.4 Use thinking skills programs such as Rocky's Boots and Snooper Troops.	E	Problem Solving, Critical Thinking	Rocky's Boots - Learning Co.; In Search of the Most Amazing Thing - Spinnaker	

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 6

Upon completion of Grade 6:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.3.2	WRITE SIMPLE PROGRAMS				
15.3.2.1	Programs computer to draw graphics on the screen.	O	Problem Solving, Critical Thinking	Mouse in the Maze - MECC; Experiencing Procedures - MECC; Graphing - MECC; Basic - TIES	New Step by Step - Program Design; Apple Logo in the Classroom - MECC (with Apple LOGO); TIES Computer Literary Kit Step 3
15.3.2.2	Programs computer to print words and sentences on the screen.	O	Problem Solving, Critical Thinking	Programming Special Projects - MECC; Basic - TIES	New Step by Step - Program Design; Apple Logo in the Classroom - MECC (with Apple LOGO); TIES Computer Literary Kit Step 3
15.3.2.3	Programs computer to perform arithmetic operations and print the output on the screen.	O	Problem Solving, Critical Thinking	Basic - TIES	New Step by Step - Program Design; Apple Logo in the Classroom - MECC (with Apple LOGO); TIES Computer Literary Kit Step 3
15.3.3	NATURE AND PURPOSE OF COMPUTER LANGUAGES				
15.3.3.2	Describes purpose of computer programs.	R	Problem Solving, Critical Thinking		Hunter, Beverly. My Students Use Computers, Reston Pub., 1983 TIES Computer Literary Kit Step 3
15.3.3.3	Describes relationship between a program and its output.	R	Problem Solving, Critical Thinking	Three R's of Microcomputing - MECC; Pinball Construction Set - Electronic Arts	Hunter, Beverly. My Students Use Computers, Reston Pub., 1983 TIES Computer Literary Kit Step 3

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 6

Upon completion of Grade 6:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.4.1	HISTORIC DEVELOPMENT				
15.4.1.1	Describes early devices for manipulating numbers such as abacus and slide rule.	I	Math, Social Studies	Computer Literacy Introduction (PLATO) - Control Data Corp.	MECC Computer Parts Kits; TIES Computer Literary Kit Step 3; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983
15.4.1.2	Identifies technological advances such as vacuum tubes, transistors, and integrated circuits which led to different generations of computers.	I		Computer Literacy Introduction (PLATO) - Control Data Corp.	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students Use Computers, Reston, Pub., 1983
15.4.2	SOCIETAL IMPACTS				
15.4.2.1	Identifies ways of using computers which do not neglect or violate the rights of others.	R	Language Arts, Math, Science, Social Studies	Computer Literacy Introduction (PLATO) - Control Data Corp. (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983
15.4.2.2	Describes advantages and disadvantages of using computers.	R	Language Arts, Math, Science, Social Studies	Computer Literacy Introduction (PLATO) - Control Data Corp. (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983
15.4.2.3	Describes legal and ethical uses of computers.	R	Language Arts, Math, Science, Social Studies	Computer Literacy Introduction (PLATO) - Control Data Corp. (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983

Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 6

Upon completion of Grade 6:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.4.3	SOCIETAL USES OF COMPUTERS				
15.4.3.1	Identifies or describes uses of computers in a variety of careers and vocations.	I	Language Arts, Math, Science, Social Studies	Computer Literacy Introduction (PLATO) - Control Data Corp.; Search Series - McGraw-Hill (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983
15.4.3.2	Identifies or describes uses of computers in the home and in school.	I	Language Arts, Math, Science, Social Studies	Computer Literacy Introduction (PLATO) - Control Data Corp. (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983
15.4.3.3	Identifies or describes uses of computers for recreation.	I	Language Arts, Math, Science, Social Studies	Computer Literacy Introduction (PLATO) - Control Data Corp. (see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983
15.4.4	ATTITUDES Displays positive attitudes towards computers and computer applications.	R	Language Arts, Math, Science, Social Studies	(see Software Teaching Suggestions)	TIES Computer Literacy Kit Step 3; Hunter, Beverly. My Students Use Computers, Reston Pub., 1983
15.4.5	PROJECTED CHANGES				
15.4.5.1	Describes latest developments in uses of robots.	I	Problem Solving, Critical Thinking	Robot War - Muse	Periodicals - Enter and Digit

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

COMPUTER EDUCATION CURRICULUM SCOPE: GRADE 6

Upon completion of Grade 6:		*	CORRELATION OF OBJECTIVES: CURRICULUM AREA/UNIT	SUGGESTED SOFTWARE	OTHER RESOURCES
15.4.5.2	Describes latest developments in artificial intelligence.	I	Problem Solving, Critical Thinking	"Animal" on System Master or Sample Programs (IIe) - Apple	Periodicals - Enter and Digits
15.4.5.3	Describes latest developments in other computer related technology.	I	Problem Solving, Critical Thinking		Periodicals - Enter and Digit

* Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

7

K-12 SEQUENCE

COMPUTER EDUCATION

Anchorage School District
Division of Instruction
Curriculum Development Department

1984

5.0 COMPUTER EDUCATION CURRICULUM SCOPE AND SEQUENCE

5.1 The student is able to understand and use the vocabulary, definitions, and procedures associated with computers, their operation, and the operation of their peripherals as appropriate to needs and interest.

		K	MP	1	2	3	4	5	6	7-8	9-12
5.1.1	THE STUDENT IS ABLE TO UNDERSTAND AND USE COMPUTER TERMINOLOGY RELATED TO THE PARTS AND OPERATION OF COMPUTERS AND THEIR PERIPHERALS.										
	15.1.1.1 Hardware terms (i.e., computer, monitor, disk drive, terminal, printer, keyboard, modem, peripheral).	I	R	R	R	R	R	R	E		E
	15.1.1.2 Components and parts (i.e., memory, input, output, chip, slot, port).	I	R	R	R	E	R	E	R		E
	15.1.1.3 Operation terms (i.e., cursor boot, menu, catalog).	I	R	R	R	E	R	R			R
	15.1.1.4 Software terms (i.e, disk, program, documentation).	I	R	R	R	R	E	R	R	E	E
	15.1.1.5 Firmware terms (i.e., interface, language card, RAM card, 80 column card).							I	R	E	E
	15.1.1.6 Types of computers (i.e., main frame, mini, micro, analog, digital).									I	E
5.1.2	THE STUDENT IS ABLE TO IDENTIFY THE FUNCTIONS OF THE MAJOR COMPONENTS OF COMPUTERS.										
	15.1.2.1 Memory, random access memory (RAM), read only memory (ROM), central processing unit (CPU), arithmetic logic unit (ALU).							I	R	E	E
	15.1.2.2 Input, output devices.					I	R	R	R	E	E
	15.1.2.3 Storage devices (i.e., floppy disks, cartridges, etc.).					I	R	R	R	E	E

Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

.0 COMPUTER EDUCATION CURRICULUM SCOPE AND SEQUENCE

15.1 The student is able to understand and use the vocabulary, definitions, and procedures associated with computers, their operation, and the operation of their peripherals as appropriate to needs and interest.

		K	MP	1	2	3	4	5	6	7-8
15.1.3	THE STUDENT DEMONSTRATES PROPER CARE AND HANDLING OF COMPUTER HARDWARE.									
15.1.3.1	Disk care and handling.	I	R	R	R	R	R	R	R	R
15.1.3.2	Keyboard care and handling.	I	R	R	R	R	R	R	R	R
15.1.3.3	Computer care and handling.	I	R	R	R	R	R	R	R	R
15.1.3.4	Peripheral devices care and handling.	I	R	R	R	E	R	R	R	E
15.1.4	THE STUDENT IS ABLE TO OPERATE A COMPUTER.									
15.1.4.1	Turn a system on and off, boot a disk.	I	R	R	R	R	R	R	R	
15.1.4.2	Run programs from a menu and from a catalog.	I	R	R	R	E	R	R	R	
15.1.4.3	Break out of a program.	I	E	E	E	R	R	E	E	E
15.1.4.4	Use keyboarding skills and special function keys.	I	E	E	E	E	E	E	E	E
15.1.4.5	Troubleshoot common hardware and software problems.			I	E	E	E	E	R	E
15.1.4.6	Identify compatible software, recognize need for hardware-software compatibility.						I	E	R	E
15.1.4.7	Locate appropriate information in operating manuals.							I	E	E

struction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

15.1 The student is able to understand and use the vocabulary, definitions, and procedures associated with computers, their operation, and the operation of their peripherals as appropriate to needs and interest.

	K	MP	1	2	3	4	5	6	7-8	9-1
15.1.5 THE STUDENT IS ABLE TO USE PERIPHERAL DEVICES.										
15.1.5.1 Input devices (i.e., modem, voice, light pen, graphics pads, music synthesizer keyboard).	I	E	E	E	E	R	R	E	E	E
15.1.5.2 Output devices (i.e., printer, modem, voice, synthesizers).	I	E	E	E	R	R	R	E	E	E
15.1.5.3 Robotic devices.	I	E	E	E	E	R	R	E	E	E

Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

:5.0 COMPUTER EDUCATION CURRICULUM SCOPE AND SEQUENCE

15.2 The student is able to relate computers with appropriate areas of application, effectively select and utilize application software, and apply this knowledge in solving problems.

		K	MP	1	2	3	4	5	6	7-8	9-
15.2.1	THE STUDENT IS ABLE TO IDENTIFY THE MAJOR AREAS OF COMPUTER APPLICATIONS, CHARACTERISTICS OF APPROPRIATE APPLICATIONS FOR COMPUTERS, AND LIMITING CONSIDERATIONS FOR USE OF COMPUTERS.										
15.2.1.1	Identify areas of computer applications (i.e., information processing, storage and retrieval, simulation and modeling, process control and decision making).									I	
15.2.1.2	Identify characteristics of appropriate applications of computers (i.e., garbage in - garbage out, need for speed, accuracy, repetitiveness, volume of information).									I	
15.2.1.3	Identify limiting considerations for use of computers (i.e., cost, software availability, storage capacity, computer capability, environment).									I	
15.2.2	THE STUDENT IS ABLE TO IDENTIFY AND USE PROCEDURES FOR LOCATING AND SELECTING PRE-EXISTING SOFTWARE IN ORDER TO SOLVE SPECIFIC PROBLEMS.										
15.2.2.1	Identify characteristics of good software.									I	
15.2.2.2	Identify software sources.										
15.2.2.3	Identify software to solve specific problems.									I	

Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

.0 COMPUTER EDUCATION CURRICULUM SCOPE AND SEQUENCE

15.2 The student is able to relate computers with appropriate areas of application, effectively select and utilize application software, and apply this knowledge in solving problems.

		K	MP	1	2	3	4	5	6	7-8	9-12
15.2.3	THE STUDENT IS ABLE TO USE PRE-EXISTING SOFTWARE AND HARDWARE IN ORDER TO SOLVE SPECIFIC PROBLEMS.										
15.2.3.1	Use word processing programs.					I	E	E	E	E	E
15.2.3.2	Use data bases and information retrieval systems.									I	E
15.2.3.3	Use spread sheet programs.							I	E	E	E
15.2.3.4	Use filing system programs.					I	E	E	E	E	E
15.2.3.5	Use utility programs.						I	E	E	E	E

nstruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

15.0 COMPUTER EDUCATION CURRICULUM SCOPE AND SEQUENCE

15.3 The student is able to understand the nature and purpose of computer language and programming, develop and write computer programs as appropriate to needs and interests, and apply this knowledge in solving problems.

		K	MP	1	2	3	4	5	6	7-8
15.3.1	THE STUDENT IS ABLE TO USE A COMPUTER IN AN INTERACTIVE MODE TO DEVELOP PROBLEM SOLVING SKILLS.									
15.3.1.1	Use introductory graphics programs (i.e., Delta Drawing, MECC Pictures, E-Z LOGO).	I	E	E	E	R	R			
15.3.1.2	Use programming readiness programs (i.e., Face Maker, Creature Creator, Muggles).	I	E	E	E	R	R			
15.3.1.3	Use word processing readiness programs (i.e., Story Machine, Kids on Keys, Magic Slate).	I	E	E	E					
15.3.1.4	Use thinking skills programs (i.e, Rocky's Boots, Gertrude's Puzzles, Factory).	I	R	E	E	E	E	E	E	
15.3.2	THE STUDENT IS ABLE TO WRITE SIMPLE PROGRAMS TO DEVELOP PROBLEM SOLVING SKILLS.									
15.3.2.1	Program the computer to draw graphics on the screen.							O	O	I/E
15.3.2.2	Program the computer to print words and sentences on the screen.							O	O	I/E
15.3.2.3	Program the computer to perform arithmetic operations and print the output on the screen.							O	O	I/E
15.3.3	THE STUDENT IS ABLE TO DESCRIBE THE NATURE AND PURPOSES OF COMPUTER LANGUAGES AND PROGRAMMING.									
15.3.3.1	Describe purpose of computer languages and to relationship to machine code.									I

Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

.4 The student is familiar with the historic development of computing devices; is aware of the impact of technology on society; is aware of career, vocational, home, and recreational uses of computers; displays positive attitudes towards computers; and understands emerging roles of computers and their effective use in a changing society.

	K	MP	1	2	3	4	5	6	7-8	9-12
.4.5 THE STUDENT IS AWARE OF PROJECTED CHANGES THAT MAY RESULT FROM TECHNOLOGICAL ADVANCES.										
15.4.5.1 Robotics.								I	E	R
15.4.5.2 Artificial Intelligence.								I	E	R
15.4.5.3 New developments as they occur.								I	E	R

uction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

15.4 The student is familiar with the historic development of computing devices; is aware of the impact of technology on society; is aware of career, vocational, home, and recreational uses of computers; displays positive attitudes towards computers; and understands emerging roles of computers and their effective use in a changing society.

		K	MP	1	2	3	4	5	6	7-8	9-12
15.4.1	THE STUDENT IS FAMILIAR WITH THE HISTORIC DEVELOPMENT OF COMPUTING DEVICES.										
15.4.1.1	Early devices for manipulating numbers (i.e., abacus, slide rule).								I		
15.4.1.2	Significant technological advances leading to different generations of computers (i.e., vacuum tubes, transistors, integrated circuits, fifth generation computers).								I		
15.4.2	THE STUDENT IS ABLE TO DISCUSS POSITIVE AND NEGATIVE IMPACTS OF COMPUTER TECHNOLOGY ON SOCIETY AND THE LEGAL AND ETHICAL ASPECTS OF USING IT.										
15.4.2.1	Identifies ways of using computers which do not neglect or violate the rights of others.	I	R	R	R	E	R	R	R	E	E
15.4.2.2	Describes advantages and disadvantages of using computers.	I	R	R	R	E	R	R	R		E
15.4.2.3	Describes legal and ethical uses of computers.					I	R	R	R		E
15.4.3	THE STUDENT IS ABLE TO DESCRIBE COMPUTER APPLICATIONS IN A VARIETY OF FIELDS.										
15.4.3.1	Careers and vocations.								I	R	
15.4.3.2	Home and school.								I	R	
15.4.3.3	Recreation.								I	R	
15.4.4	THE STUDENT WILL DISPLAY POSITIVE ATTITUDES TOWARDS COMPUTERS AND COMPUTER APPLICATIONS.	I	R	R	R	R	R	R	R	R	R

Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional

15.0 COMPUTER EDUCATION CURRICULUM SCOPE AND SEQUENCE

15.3 The student is able to understand the nature and purpose of computer language and programming, develop and write computer programs as appropriate to needs and interests, and apply this knowledge in solving problems.

		K	MP	1	2	3	4	5	6	7-8	9-1
15.3.3.2	Describe purpose of computer programs.							I	R	E	
15.3.3.3	Describe relationship between a program and its output.							I	R	E	
15.3.3.4	Discriminate between the purposes and characteristics of different kinds of programming languages (i.e., machine code and assembly level languages, business oriented languages, scientific/numeric oriented languages, structured programming languages, authoring languages).										
15.3.4	THE STUDENT IS ABLE TO DEVELOP AND CODE WELL-ORGANIZED COMPUTER PROGRAMS IN ORDER TO SOLVE PROBLEMS.										
15.3.4.1	Use basic programming procedures in problem solving.									I	
15.3.4.2	Select and use appropriate algorithms for various problem-solving situations.									I	
15.3.4.3	Translate algorithms into code.									I	
15.3.4.4	Use a variety of data structures to input information to the computer.									I	
15.3.4.5	Know the syntax and semantics of various computer programming languages.										

Instruction Code: I = Introduce; E = Expand; R = Reinforce; O = Optional